

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Emerald State High School (2122)

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### Principal's foreword

#### Introduction

The intent of this report is to provide a snapshot of Emerald State High School in relation to how the school has performed in the past 12 months against its 2009 goals and the school's future outlook. We profile the school cohort and curriculum offerings including extra-curricular offerings and the use of ICTs in the classroom. Staff qualifications are identified and parent staff satisfaction with the school is identified.

Emerald is a predominately rural community bolstered by the Bowen Basin coal mining operations. Emerald State High School is the largest state, co-educational school located in the Central Highlands.

There are currently 620 students enrolled across years 8 – 12 with a teaching cohort of 50 teachers comprising a Principal, 2 Deputy Principals (Middle and Senior School), 6 Heads of Department and a HOSES for the Special Education Program. Support staff include an itinerant Guidance Officer, 2 Chaplains, a School Based Youth Health Nurse, Teacher Aides a Community Education Councillor, ITAS Tutors, Facilities Officers, ICT Technician, Laboratory Technician, Business Services Manager and Administrative Staff. All staff are dedicated to student improvement and make this the main focus of their business.

Emerald SHS Senior School performance continues to improve in the 1 -15 OP band with more than 87% of the cohort in this range while the Middle School focus through the school improvement agenda initially focused on Mathematics, it now encompasses all KLA areas. The school continues to grow in the vocational education area with numbers of students engaging in work experience/placement and school based apprenticeships/traineeships growing.

In 2009 Emerald SHS adopted the school wide positive behaviour support program as a means of fostering good behaviour in classrooms which in turn leads to positive learning experiences and improved performance. Students, staff and the community have embraced the concept and students have now learnt and practice the 5Ps – Positive, Participate, Polite, Prepared and Punctual as the school's rules. These measures were taken to address our School Disciplinary Absences.

For those people unable to access this report on the website a paper copy will be available on request through our school office.

#### School progress towards its goals in 2010

Emerald SHS successfully formed an Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) Committee in 2010 who took responsibility for mapping our school's curriculum against the benchmarks for personal and professional accountability when incorporating Indigenous perspectives into our school culture, curriculum and pedagogy. From there the committee created an action plan to ensure that our school will meet the required benchmarks by 2012.

Emerald SHS celebrated an improvement in the school's National Minimum Standards results in NAPLAN in the areas of Writing and Grammar and Punctuation. This success will be built upon to further improve the school's results in 2011.

### Future outlook

In line with Education Queensland's Strategic Agenda, Emerald SHS is committing to improving the literacy and numeracy results of students in our school. The school has adopted 10 week cycles of improvement where student data is collated and analysed and will be used to inform the next 10 week cycle for the school. Part of these cycles is a commitment to focus on giving every child access to quality curriculum in every class, every day.

All staff at Emerald SHS will also be engaging in Crossing Cultures training and further embedding Aboriginal and Torres Strait Islander perspectives into the curriculum in order to develop strategies to 'Close the Gap' between Indigenous and Non-Indigenous students in the areas of achievement, retention and Year 12 certification.

Teachers of English, Maths, Science and History will be working towards preparing our school to be well placed to implement the National Curriculum into the Middle School from the commencement of 2012.

## Our school at a glance

### School Profile

Coeducational or single sex: Co-educational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
620	318	302	78%

Characteristics of the student body:

Emerald State High School has a multicultural population with 62 indigenous students, New Zealand and Pacific Islander students and 32 students with English as their Second Language (ESL) predominantly from the Philippines and South Africa.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 8 – Year 10	23	97%	78%	19%	3%
Year 11 – Year 12	14	100%	99%	1%	0%
All Classes	19	98%	88%	10%	2%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	81
Long Suspensions - 6 to 20 days	21
Exclusions	0
Cancellations of Enrolment	4

### Curriculum offerings

#### Our distinctive curriculum offerings

Curriculum at Emerald State High builds in a sequential nature as students progress through their schooling, tailoring their education to their identified career pathway.

In Years 8-9 students undertake their curriculum through *Foundations First* which aligns with the Queensland Curriculum and Assessment Reporting Framework.

In Year 10 the Windows and Doors program focuses on teaching the knowledge and skills necessary for the successful transition into the Senior Phase of Learning in Years 11-12.

Emerald State High recognises the workforce requirements of the community and provides a comprehensive array of curriculum opportunities. Through vocational education subjects linked with structured work placement and work experience which complement the school based apprenticeship/traineeship program we skill students for the future.

Senior students access a compilation of Authority (OP), Authority Registered and Vocational subjects depending on their career pathway to either further Tertiary Studies at University /TAFE or the workforce. In meeting the needs of every student where possible, we also offer access to Distance Education and Virtual Schooling opportunities.

## Our school at a glance

### Extra curricula activities

**Student Representative Council** – student led charitable fundraising for local, national and international humanitarian purposes

**Instrumental Music Program** – encompasses Symphonic and Jazz and Rock bands which perform at regional and state level with success. The Jazz band also performs at the annual *Jazz and Shiraz* evening hosted by the local community as a fund raising project

**QMEA Hub School** – allows teachers and students to link with local mining companies for work experience, engineering camps and experiential learning tours

**Inter-School Sport** – Central Highlands, Capricornia, State and National selection opportunities exist for students in a range of sports including Rugby League, Rugby Union, Touch, Netball, Tennis, Soccer, Athletics and Cross-Country

**Opti-Minds** – affords students the opportunity to challenge themselves in problem solving and public Speaking

**ATAP Challenge** – allows indigenous students to experience problem solving challenges

**Camp Week** – occurs at the end of Semester 1 and offers an alternate curriculum program that encompasses team building and leadership challenges as well as social and cultural awareness outside of Emerald

**Cultural Showcasing** – annual Art Show in the town gallery, Creative Generations recognising students *on stage* in Brisbane for singing and dance.

### How Information and Communication Technologies are used to assist learning

The school's 3 computer laboratories and their diverse array of multi-media and graphics programs allow students to engage in computer technology learning experiences linked to real world work situations that cover animation, robotics, webpage design and games development as well as drafting and planning design.

There are 19 classrooms equipped with roof mounted data projectors with surround sound that link to teacher computers for curriculum delivery. There are also 3 interactive whiteboards in classrooms.

There are 3 class sets of *Turning Point Interactive Keypad* response devices used to assess and record student answers and response times, particularly in maths classes.

There are 16 *ipods* available for student use in classroom activities.

### Social climate

Emerald SHS is committed to school-wide positive behaviour, quality teaching, and inclusive programs, policies and procedures. Parents at Emerald SHS are generally satisfied with the school's quality curriculum programs, learning climate, school and community relations, improved learning outcomes and the provision of a safe and supportive environment. This satisfaction indicates parents are confident in public education.

This satisfaction is achieved through focusing on the whole student and creating positive relationships between people and their work. Emerald State High School ensures that students are provided with positive support to promote high standards of achievement and behaviour within the following behaviour principles; Polite, Participate, Positive, Punctual, Prepared.

The school has a strong support network for students including a Guidance Officer 3 days a week 2 School Chaplains over the week, a School Based Youth Health Nurse 2 days a week, and a Community Education Councillor daily.

## Our school at a glance

At Emerald SHS our Anti-Bullying policy aims:

to ensure a more supportive, respectful, safe, disciplined, tolerant and inclusive environment for all at the school.

to protect students and staff from any bullying behaviour and to empower them to deal with it successfully.

to educate students, staff and the wider school community about bullying in all its forms and the effects it has on people and morale.

to discourage (and potentially eliminate) bullying behaviours through clearly set out consequences, including education, training and discipline.

to reduce associated stress and reduce subsequent lost school time.

We achieve this through educating our community, zero tolerance for bullying and a proactive approach to building resilience in our young people.

### Parent, student and teacher satisfaction with the school

Of those parents randomly surveyed, 75% are satisfied that their children are getting a good education at Emerald SHS, while 57% of students believe they are getting a good education.

Of those same parents, 83% are satisfied with Emerald SHS as their child's school.

Staff at Emerald SHS have indicated a 43% satisfaction level with access to professional development opportunities relevant to school and systemic initiatives. Parents' response has shown some results are now similar to the state. Student results need further unpacking and will investigate through the SRC

53% of staff indicated their satisfaction with Emerald SHS in terms of staff morale.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	57%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	43%
Percentage of staff members satisfied with morale in the school	53%

### Involving parents in their child's education.

Emerald SHS has an active P&C Association which affords parents a voice in the school. Parents are kept abreast of their child's performance at school through SMS messages, telephone calls and face to face meetings in the form of:

- Meet and Greet BBQ with a view to putting a face to a name for the teachers of their children.
- School assemblies to celebrate student successes, special ceremonies such as Senior Leader Induction, ANZAC Day Commemorative assembly
- Parent/Teacher reporting evenings where they are able to discuss their child's education with the teachers.
- Positive Postcards to identify successes
- The school's newsletter is sent home as a hard copy at the beginning of each term and is up loaded to the school's website each fortnight on publication.
- All parents are invited to the school's annual Awards Evening where the focus is celebrating student successes for the year
- Other opportunities for parental involvement include sporting events and carnivals, seniors graduation, cultural events (school musical) and education conference
- SET-P and subject selection evenings

### Reducing the school's environmental footprint

A planned health check of water pipes in the school discovered a leaking pipe which contributed to a higher water usage in 2010. Through the regular check of water pipes, there should be a noticeable decline in water usage in 2011. The installation of more air conditioners has seen an increase in the electricity costs, however a planned air conditioner usage check and closer monitoring in 2011 should see the % change decline for 2011.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$133,753	\$71,415	\$10,232	\$25,362	\$25,272	\$0	\$1,472	335,282	38,285	0
2009	\$98,574	\$67,749	\$0	\$0	\$14,324	\$0	\$16,501	12,860	10,315	0
% change 2009 - 2010	36%	5%	N/A	N/A	76%	N/A	-91%	2507%	271%	N/A

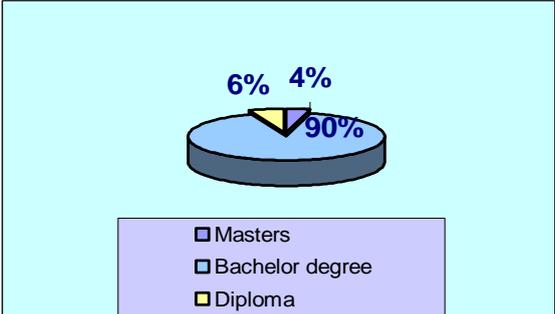
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	27	<5
Full-time equivalents	50	19	<5

### Qualifications of all teachers:

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	47
Diploma	3



A 3D pie chart illustrating the distribution of teacher qualifications. The largest slice, representing Bachelor degrees, is light blue and accounts for 90% of the total. A smaller yellow slice represents Diplomas at 4%, and a very small dark blue slice represents Masters degrees at 6%. A legend below the chart identifies the colors: light blue for Bachelor degree, dark blue for Masters, and yellow for Diploma.

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$25080.

The major professional development initiatives are as follows:

- Behaviour Management
- Curriculum (through QSA)
- Literacy
- ICTs
- Vocational Education and Training
- Senior First Aid

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 84% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 83%.

##### Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
85%	84%	83%	82%	83%

##### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked 5 times a day at the beginning of each session commencing with PC (pastoral care) and the 4 curriculum lessons. Rolls are then returned immediately to the office for recording/reconciling on SMS. After PC parents of absent students are sent a text message and those who have absences of 5 consecutive days are referred to the Deputy Principal for follow up. Students caught truant through the day are reported to parents and Deputy Principal for investigation which results in impositions or other management strategies. PC teachers request explanatory notes from students on their return from absence if the absence is not explained and follow up with calls to parents in accordance with the school attendance policy.

#### Achievement – Closing the Gap

In August, 2010 53 Indigenous and 569 Non-Indigenous students were enrolled at Emerald SHS. There is currently a 20% gap in retention of Indigenous (approx. 50%) and Non-Indigenous (approx. 70%) students who stay enrolled at Emerald SHS between Year 10 and Year 12. The average percentage attendance of Indigenous students is 73.4% as opposed to Non Indigenous which is 84.1%. This is a gap of 10.7%.

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	103
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	1
Number of students receiving an Overall Position (OP).	32
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	93
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	77
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	88%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
4	15	9	4	0

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
42	76	1
All year 10 students as part of their Futures subject were enrolled in a Certificate I in Work Education. Year 10 students were also enrolled in Certificate I in Information Technology and Certificate I Business. Year 11 and 12 students are offered Certificate I in Furnishing, Certificate I in Engineering and Certificate I in Resources Infrastructure and Operations as courses they can enrol.		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
Students who leave Emerald SHS early are predominantly accessing fulltime work or fulltime apprenticeships. Support Worx offers students opportunities to engage in Work Experience, Work Placement and School Based Apprenticeships while still at school which provides students an opportunity to transition into the Workforce, particularly in a student is at risk of failure.